



# Nadaburg Elementary School

Nadaburg Elementary District

32919 Center Street, Wittmann, AZ 85361-0100

Mailing Address: P.O. Box 100, Wittmann, AZ 85361-0100

ARIZONA  
School Report Card  
2001-02

**Principal:** Mrs. Annie K. Preston

**Schedule:** 7:30 AM to 4:00 PM

**Web Address:** [www.nadaburg.com](http://www.nadaburg.com)

**E-mail:** [anniep.nadaburgpo@maricopa.k12.az.us](mailto:anniep.nadaburgpo@maricopa.k12.az.us)

**Grades:** Pre-K-8

**2001 Enrollment:** 471

**Phone:** (623) 388-2321

**Fax:** (623) 388-2915

## ▼ School Overview ▼

### Mission

Teachers and staff at Nadaburg Elementary School are committed to teaching excellence. We have in place instructional programs that provide rigorous academics for all children. We provide exceptional resources for teaching children who have special needs, are gifted, or at-risk. Our school also provides programs and activities that encourage more parent and community involvement. In addition to academics, teachers and staff stress the importance of good character.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Departmentalized Classrooms
- w Integrated Curriculum

### School/Academic Goals

- w Provide opportunities for students to be competent in academic and social skills appropriate for their grade level.
- w Provide appropriate and complete instruction and resources for individual needs of special education students.
- w Provide a safe and secure learning environment where the importance of good character and strong study habits are emphasized.
- w Provide opportunities for students to stay current with technology advancements.

### Instructional Programs

- w Integrated/Thematic Computer Instruction
- w Structure of Intellect (SOI) Lab
- w On-site Special Education
- w Special Education Preschool
- w Gifted
- w Afterschool Tutoring Programs
- w Sheltered English Immersion(SEI) Classes

### Enrollment

October 1, 2000 School Year Student Enrollment:	511
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	19

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

0 School Administrator(s)  
 0 Non-certified Employee(s)  
 0 Teacher(s)  
 0 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	30.00
Other Professional Staff	3.00	Teacher Aide	18.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	7	4	0	0
7 to 9 years	0	3	0	0
10 or more years	8	5	0	0

## ▽ Shared Responsibilities ▽

### School

We strongly support parental involvement in the educational and social development of our students. Our philosophy is that parents are partners with the educational staff and need to be involved with the academic and social progress of their children. We continue to support the development of parental skill programs. We also recognize the importance of communication via newsletters and teacher contacts. We continually strive to keep up such communication.

### Parents

Nadaburg Elem. School subscribes to an equal partnership with parents and expects them to cooperate fully with the policies, rules/regulations involving pupils' daily participation in school. Parents are expected to provide their children with proper clothing and nutrition, and to meet daily transportation and school schedules. We encourage parents to keep in constant communication with teachers and to visit school regularly. Parents are encouraged to provide a good home learning environment.

## ▽ Transportation Policy ▽

Our school district encompasses 117 square miles: Bounded on the north by Stage Coach Pass; south by Pinnacle Peak and Jomax Road; east by 163rd Avenue and west by 259th Avenue. Elementary students living more than one-half mile from school are eligible to ride school buses. Preschool-K students are all permitted to ride buses. High school students may ride buses to either Peoria or Wickenburg high schools. Transportation needs of special education students are fully met.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/20/01
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/30/02

**Operates on Traditional Schedule**

### Report Card Release Dates

11/1/01	1/17/02	4/11/02	5/30/02
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### Additional Calendar/Report Card Information

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Computer Lab	W Media Center/Library
W Gymnasium (Carpeted)	W Distant Learning Centers

### Extracurricular Activities

W Instrumental Band & Chorus	W Student Council
W Builder's Club (Kiwanis)	W Art/Drama/Chess Clubs
W Extracurricular Sports/Cheer	W Student Assistance Program
W Computer Club	W Tutoring

### School/Community Resources

W Community Classes	W GED Preparation Classes
W Prenatal/Parenting Assistance	W Recreational Activities
W On-site Employee Child Care	W Girl Scouts
W Boy Scouts	

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |   |   |
|---|---|
| <p>w Provide afterschool tutoring sessions. Employed additional paraprofessionals. Added third grade teacher to reduce class size to 20 students per three third grade class.</p>                     | <p>w Instituted additional regular education and special education grade-level meetings. Majority of professional staff received extensive computer training via Project Venture.</p>                     |
| <p>w Installed additional security fencing. Strengthened Discipline Code. Total school campus wired for voice and data communications. Classroom teacher computers include Internet connectivity.</p> | <p>w Provided each classroom with three student computers. In-serviced staff and students on use of the Internet. School and classroom web sites available on-line, providing information to parents.</p> |

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	91.9 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	23.4 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	0.0 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	14.6 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	95.8 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	4.2 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	NA			11.1 %
<b>Status Unknown</b> <sup>8</sup>	NA			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Staff Member's Article Published	2000
US Achievement Academy: All American Scholar	2001
Award of Excellence to Tech. Coordinator	2001
Two School Finalists for Hershey's National Track Meet	2001

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2000-01

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	49	514	14%	14%	46%	24%
	State	60969	521	11%	18%	44%	27%
Writing	School	49	517	16%	14%	65%	4%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	55	504	14%	32%	29%	23%
	State	61089	510	14%	29%	34%	23%

#### Grade 5

Reading	School	40	493	35%	32%	25%	7%
	State	63518	503	22%	24%	41%	14%
Writing	School	39	486	30%	35%	25%	7%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	41	475	21%	43%	9%	24%
	State	63873	487	17%	43%	12%	29%

#### Grade 8

Reading	School	53	498	30%	20%	33%	15%
	State	56652	505	23%	20%	40%	17%
Writing	School	48	490	6%	56%	37%	0%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	53	445	49%	39%	11%	0%
	State	56871	454	43%	40%	12%	6%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	95	30	60
2	Reading	--	--	--	--	--	--	100	60	50	100	32	52	77	39	53
	Language	--	--	--	--	--	--	100	42	40	100	33	43	79	39	44
	Mathematics	--	--	--	--	--	--	100	42	51	100	46	55	86	53	57
3	Reading	100	30	44	73	32	47	100	63	47	94	34	48	80	40	50
	Language	100	29	45	71	34	49	100	73	51	98	30	54	80	43	56
	Mathematics	100	35	41	81	31	46	100	68	49	100	38	52	82	43	54
4	Reading	93	34	52	78	23	53	100	32	54	94	39	54	84	41	55
	Language	93	34	45	81	28	47	100	33	49	96	35	48	84	41	50
	Mathematics	98	46	48	100	30	51	100	39	54	100	50	55	90	63	57
5	Reading	94	48	50	83	38	51	100	31	51	83	34	51	60	41	51
	Language	97	28	40	85	28	42	100	23	44	86	29	45	66	25	45
	Mathematics	100	40	47	85	50	51	100	32	54	88	43	55	71	46	57
6	Reading	100	37	52	88	38	53	100	35	54	83	29	53	72	34	54
	Language	100	32	40	90	21	41	100	28	44	75	20	44	67	20	45
	Mathematics	100	50	54	90	39	57	100	53	59	83	37	60	72	41	63
7	Reading	100	55	52	83	41	52	100	49	53	80	35	52	64	40	53
	Language	100	48	49	80	35	52	100	56	54	78	47	54	59	48	55
	Mathematics	100	51	50	87	44	53	100	59	55	81	49	56	61	63	58
8	Reading	100	53	54	90	47	54	100	50	54	84	43	53	84	46	55
	Language	100	41	45	85	35	46	100	45	49	84	41	49	81	48	50
	Mathematics	100	46	50	83	47	52	100	57	54	82	48	56	84	60	58

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>68</b>	<b>56</b>
<b>Grades 3-4</b>	<b>82</b>	<b>97</b>
<b>Grades 4-5</b>	<b>76</b>	<b>71</b>
<b>Grades 5-6</b>	<b>74</b>	<b>74</b>
<b>Grades 6-7</b>	<b>82</b>	<b>95</b>
<b>Grades 7-8</b>	<b>91</b>	<b>89</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Kindergarten through eighth grade students are required to wear uniforms. Programs such as Detention, Work Detail, and Saturday Detention all work toward assigning a disposition to a student for unacceptable behavior, yet, allows the student optimum time in class for academics. Students and parents are fully aware of school discipline expectations. Active Discipline Intervention Committee looks at ways to promote positive school climate, while maintaining safety and order.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

### **School uniforms are required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$3,662	\$1,821,393
Classroom Supplies	\$60	\$29,730
Administration	\$627	\$311,861
Support Services-Students	\$338	\$167,936
Other Support Services and Operations	\$1,290	\$641,615
Total Expenditures- All Categories 1999-2000	\$5,976	\$2,972,535

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$23,514.80 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

NDS

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	NDS		
<b>Transportation Policy</b>	Sara DiPasquale	(623) 388-2321	
<b>Community Resources</b>	Annie K. Preston	(623) 388-2321	
<b>School Nutrition Programs</b>	Martie Lyle	(623) 388-2321	
<b>Parent Organization</b>	Carrie Jones	(623) 388-2321	
<b>Student Health/Nurse</b>	Christine Florendo	(623) 388-2321	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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